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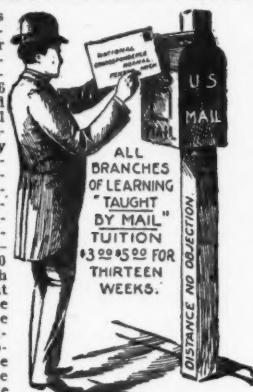
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EDITORIALS

STATE ASSOCIATIONS.

Teachers, principals and superintendents of schools all over the central and northwestern States will be gathered in conference at the annual meeting of the State Associations during the coming holiday week. Most of the Southern States hold their annual associations during the spring and summer, but the educators of these States will gather in great numbers at the meeting of the Southern Educational Association to be held at Mobile, Ala.

These annual gatherings are coming to be recognized as of vast importance in the uplifting power, enthusiasm and professional pride they are engendering among the teachers, in the great work they have planned and are working out along the lines of closer articulation in the course of study and development of the grammar school, high school, college and university, in the great impetus that has been given to the work of grading the rural and village schools, and especially in the much needed legislation that has been obtained for the advancement of education in many of these States.

A great work still remains to be done, and it is only by united, untiring, patient, persistent planning that anything of value to the schools can be accomplished.

It often happens at these State meetings that so many schemes, memorials and resolutions are presented asking for legislation that the Legislature, not being able to grant everything, out of pure self-defense grants nothing.

All these important questions should be very carefully considered and discussed in all their bearings by committees, consisting of the wisest and best educators, who unite on one or two matters that are of real and great importance. Then let the entire force of the association be thrown upon these, and good results are sure to follow.

In States where it is not already in successful operation, "County Supervision" is certainly one of the most important questions, and though it has been before the association, times almost without number, it must be pushed to the front and kept there until it is an accomplished fact. The rural schools will never be successfully graded until there is some central head to guide and supervise the grading and that head should be the county superintendent.

What is a college? This is another question that will come be-

fore some of the State meetings and needs careful adjustment. Missouri took advance ground in this matter at the last meeting in the report of the committee of nine, which was almost unanimously adopted. This report, however, is only a beginning and started in the right direction. There is still much to do before it is an accomplished fact.

Country teachers, grade teachers, principals, superintendents, let me urge you to make special effort to attend your State Association. Pay your membership fee and become a part of the organization. Get among the teachers of your State. Show your professional loyalty by marching shoulder to shoulder with those who are planning for the *grand assault* against ignorance all along the line.

Music hath charms not only "to soothe the savage breast," but as well to quiet the unruly members of many a boisterous school. Music in school never means a loss of time, as many teachers are wont to give as their excuse for not having more singing. It really means more time for the study of arithmetic, history, geography and every other study. Gather up the roving, straggling thoughts of the boys and girls and have them united into a grand chorus of cheerful singing, and begin again altogether in a *united effort* on the difficult problems of study. It pays to have music in school.

An education is the safest investment, pays the highest interest, is most readily exchanged, never depreciates in value, never suffers from over-taxation, is never in danger from thieves, and never ends in a lawsuit to break the will after the owner's death.—Southern School.

The child is the great central focal point in the new education. He is being studied now as never before. Child study might become a fad if carried to excess in the physical, outside measurements, alone, but when these measurements and observations are followed by careful conscientious study of each individual character and its needs, then it is the one great important theme that ought to engage the attention of all teachers. The Normal Exponent well says: "Naturalists gain glory by studying bugs! Why should educators not be most honored in studying boys? Cynics may sneer, old fogies may groan, but dead books must give way, so far as the teacher is concerned, to living souls. Schools are for the children, the children are not for the schools. Teachers must concentrate their heads and hearts on the child. The child must not be subordinated to the teacher. The great Teacher placed a little child in their midst. The greatest teachers of to-day are doing the same," and verily it is well when "a little child shall lead them."

Give the boys and girls the educative values that result from dealing with real objects.

True gentlemen exhibit their gentlemanliness most in the home circle.

Same with the gentlewomen. If your gentleness does not lighten up the home and make father and mother's lives happier, it is of little value.

Do the duty which lies nearest thee, which thou knowest to be a duty. Thy second duty will already have become clearer.—Carlyle.

DEPARTMENT CONFERENCES.

State Superintendent of Missouri John R. Kirk has inaugurated an advance movement in the line of Department Conferences that should have the earnest support of all progressive teachers of the State. Thus are brought together the most earnest teachers in the various fields and their worthiest ambitions are crystallized into helpful suggestions for the great body of co-workers throughout the State. A conference of the teachers of English in the high schools was held in Sedalia, November 6 and 7. The attendance was good. A large number of high schools were represented. The general topic for discussion was, "What and how High School students should read; and what should be done by them and for them during the recitation hour." The topics were carefully selected and all the papers and discussions were spirited and pointed. The conference was alive to its opportunity and thoroughly in earnest. There never has been a teachers' meeting in whose deliberations there was less chaff nor more pure wheat. Two committees were appointed, one to commend a course in English for the high schools of the State, and the other to suggest methods of treatment for the same. The State Superintendent's forthcoming report will contain the reports of these committees. It is hoped that, as a suggestion of this conference, President Martin, of the State Association, will invite the grammar grade teachers to meet in round table session this winter and formulate a course in literature which will be a good introduction to this high school course. I believe the educational interests of Missouri will receive great benefit from this conference of the teachers of English.

COMMITTEE ON RURAL SCHOOL.

The committee of twelve, appointed by the National Educational Association to inquire into the needs and conditions of the rural schools through the country, recently held an important meeting in Chicago. The committee includes the following well-known educators: Charles R. Skinner, superintendent of schools of New York State; H. C. Wolf, of Kansas City; A. B. Poland, ex-State Superintendent of Schools, of New Jersey; United States Commissioner of Education W. T. Harris; Dr. C. C. Rounds, of Plymouth, N. H.; Henry Sabin, State Superintendent of Schools of Iowa, and W. W. Stetson, State Superintendent of Schools of Maine. The committee listened to reports from agents appointed to investigate the rural districts, and recommend plans for their improvement. The committee's report and recommendations will be presented to the National Educational Association at its next meeting in Milwaukee next July.

Superintendent Stetson has made rural schools a special study. He has spent a great deal of time among them, studying their methods of education and the environments of the country scholar. He thinks that rural schools in the majority of cases fail in the object for which they were intended. This failure causes rural residents to send their children to schools in the cities and villages. Therefore, he believes, the rural school is going into decay.

This might be true of the schools of Maine, but we are quite sure that it is not the case in Missouri and Illinois. It is true, the children are and always have been sent to the villages and cities to attend the high schools, but the lit-

tle school house out on the prairie or the hill is still doing the grand foundation work, and when the country boy goes into the city schools he very often goes right to the front. Superintendent Kirk, of Missouri, boldly asserts that with a teacher of equal abilities the country child will learn as much in six months as the city child will in nine.

RACE PROBLEMS.

The education of the negro race will no doubt be one of the leading questions before the Southern Educational Association again this year. President Phillips, in his last year's address, struck the key-note when he said: "It is a fact that cannot well be called in question, that white teachers in negro schools can never realize, even approximately, the ideal relation that should exist between teacher and pupil. This is forcibly true in elementary schools. That relation requires love, not philanthropy; affection, not charity; sympathy, not pity. Occupying planes so widely separated, spheres of activity so diverse; without common blood or social ties, common history or common interests, common origin or common destiny, a white teacher and a negro class will never realize the ideal school. In such a case the teacher cannot appeal to the inner life of the pupil, and the craving consciousness of the child finds no responsive chord in the teacher. They must meet, if they meet at all, upon the cold abstract plane of reason. The instinct of race identity, as strong in the one race as in the other, as strong in the pupil as in the teacher, intervenes as an insuperable barrier. Between teacher and pupil must ever remain this chasm of race difference, as deep as human consciousness itself. Call it prejudice

if you will, but it exists as a God-implanted instinct, of which the teacher can never divest himself—out of which the pupil can never be educated. Although it be tempered by philanthropy, sweetened by religion, or even smothered by fanaticism, it still exists, and will continue to exist as long as humanity."

Many educators of the North do not yet understand the conditions confronting the people of the South. We hope many of them will make the trip to Mobile, meet with the teachers there, and after mingling with the people and seeing things as they are, they will return better prepared to understand the educational problems of our whole country.

Every primary teacher should strive to encourage the children's natural curiosity about all the facts or phenomena that come under their notice, to teach them to reproduce their observations truthfully, to feel a kinship with all animal and plant life, and to be brave and uncomplaining at all times, in addition to the ordinary studies. This is a great work, it is true, and it will take much thought and careful preparation in order that none of these little ones be allowed to go astray.

To read without reflecting is like eating without digesting.

Busy men go steadily forward with their work; fussy men make little headway.

Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant.—Edward Everett.



THE INFLUENCE OF PRAISE.

BY MARY E. CANNING.

Many educators of the present day have a theory that if children, who have tried their very best, be prevented from knowing when their work is bad, they will soon improve; this improvement increasing with a corresponding increase in power. This theory is being tested at the Philadelphia Normal School, and whether it be true or not, certain it is that nothing is more helpful toward a useful and happy life than real honest praise.

The theory, held by some, that to praise a person only fills him with vanity and so prevents greater effort, is a mistaken one. The thought that he never does and never can do anything well will prove discouraging to even the stoutest hearted; while on the other hand, to one who is striving to do well, the knowledge that he is succeeding will act as a powerful incentive, goading him on to achieve still greater success.

With children, especially, praise is a necessity. Nothing is more discouraging to a child than the thought that everything he does is either wrong or, at best, nothing above the ordinary. To have everything he does taken as a matter of course, his best efforts meeting with no approval, will soon lead him to cease his efforts altogether. While a word of praise, or it may be only an approving glance or smile, will cause the little face to light up with pleasure, and because he knows that his mother or his teacher like to see

him doing well, he resolves to do still better in the future.

Teachers should know the value of praise from their own experience. If a teacher feels that she is not winning the hearts of her scholars, she becomes discouraged; but if she knows that they think her the very best teacher in the school, that they speak of her to their parents and friends, she is at once lifted up and stimulated to greater effort in their behalf. Nor does this praise from her little ones lead to any feeling of vanity. On the contrary, it brings a sense of the deepest humility and a firm resolution to be worthy the loving trust of the children under her care. If praise can so influence the teacher, it has a still greater influence on the scholar.

Extravagant flattery is to be avoided. The child must not be made to feel that he can do everything better than his fellows, nor must he be made to think that wrong is right; but when he does well, encourage him to go on trying to do well always. Paint the right in such beautiful colors that the wrong will be entirely lost to sight or, in other words, aim to cultivate the positive side of the child's character and the negative side will take care of itself. Instead of constantly holding up before the children the things which they should not do, let us teach them those things that they should do, and encourage them by sincere, judicious praise.

At the intersection of two streets in Toronto there stood on the four corners a few years ago a church, a school house, the city hall and a saloon—salvation, education, legislation, damnation. Was it concentration or correlation?—Ex.

When answering advertisements please mention the JOURNAL.

THE PHYSICAL BASIS OF MANHOOD.

BY L. C. MCLEOD.

As there is something in a plant that starts it sunward, so there is something in man that starts him upward in his longings and aims. If we worship heroes it is because we see in them expressed the yearnings of our own hearts and the pictures of our imaginations. One person reads the life of a martial leader and, with strong beating heart, he longs for the day to come when he may do as his model does. Another sees one whose delight is to defend the weak and his whole being responds to the character before him. Some one else learns of one whose studious labors have added to the treasures of life and determines to become a scholar.

Man is born with a desire to achieve something, to live again in the lives of others, and, in some respect, to measure up to a perfect standard. This he recognizes when he sees, but realizes only after a mighty effort. A more or less perfect ideal stands out clearly before his mind, but before the day of its fulfillment lies many a failure and heartache. These will come from want of knowledge and want of practice, and if the result is at last a failure it will be for lack of strength, either of will or of constitution.

A wise builder considers well his materials. And these, one who would build a strong character or make a deep impression on others, must also consider. Man can do what he wills, provided he wills to do what he can; that is, any task whose performance does not call for more strength than he has. There are not many persons, though, who can reach a high standard in any respect by simply

willing it. It is hardly likely that among my readers there is one who could be another Newton, though he might aim to and hold to his purpose with swerveless will.

One of the first considerations about materials which every one should have is in regard to how much strength he has in himself, and how much he can command from the store-house of nature. To do this to the best advantage it is needful to know about one's ancestors, whether they were strong or weak, sickly or healthy, and, if possible, why they were so. This knowledge affords the means of counteracting harmful tendencies, hence is a force-saver. And in addition to this, as thorough knowledge of self and of the laws of health as can be gained is needed. Parents' first duty to their children is to give them a good constitution. And the child's first duty to himself is to preserve his inheritance.

The standard of manhood is a being with a sound, well-formed body and a healthy, well-developed brain, one who is constituted to be happy and to make others so. The best light life knows is that which flows from a vigorous mind fed by a vigorous body. Such a person seems to say: "It is a grand world up here where I am living. Come and enjoy it with me."

Is the mark too high? Go for twenty-four hours without sleep or food and note the depressing and irritating effect upon the spirits. Overtask the strength for one day and note the gloom thrown over the life. What is the effect of an unwholesome meal, of dwelling a short time in a badly ventilated room? Any one can test and make these observations for himself. The same nervous conditions

may be brought on unconsciously by oft-repeated though less marked deviations from the laws of nature, such as taking too little or too much food, or cutting short the hours of sleep. And the case is aggravated still more when to the foregoing is added the daily over-taxing of the brain, as is too often the case with ambitious students. Nature is long suffering, but when she does call a halt she punishes without mercy.

It is a singular fact that the world's most noted orator had, at the outset, to struggle with an impediment of speech. On the surface, it seems as though his labors in overcoming the defect were the basis of his future success. Possibly it was the case, but that same persistent practice without the weakness to overcome would have made him abler than he was. With the standard high and the resolve to realize it strong enough, the one whose mental and physical parts are well adjusted can rise higher in his achievements than he could possibly have done had part of his time and labors been given to strengthening a weakly organ.

To make the most of himself man must be well and keep well. When this condition is realized, all the strength he can command may be used in the aims of life. The greatest concentration of energy is then possible. The conscious possession of power, the self-reliance, the ease of a well-balanced system, all combine to make existence a charm to one so endowed. As a rich soil grows a fine flower garden, so a vigorous constitution is a never failing source of pleasure to its possessor. It is startling to think that a rational being would willfully pursue a course which in a few years robs him of his beauty, his strength, and his

joy. If he only keeps himself well and strong, any possible future is within the reach of man, but no endeavor is sure of accomplishment to him who chooses the way of weakness. No one can do more than his powers allow, and each should consider the best use of his strength to be as sacred a trust as his character. To be able to say at the end of each day and year, "I have done the best I knew and could do," is a worthy ideal for any man.

Man's mission is not fulfilled by making all that he can out of himself. He is part of the human race. The labors of others have lifted him, the debt can only be met by elevating others.

Our bodies and our brains are the instruments with which we work. The skilled workman knows that he can only do the highest class of work by using the best tools, in their best condition. The bodies, the minds, the characters of men are that upon which the thinker works. And he who would mould and fashion these must look well to his own bodily and mental parts. Even truth, when walled behind weak words, loses part of its strength. And a shadow is thrown over righteous principles when their most zealous advocates fail to commend them by their lives.

One must have before he can impart. The joy, the peace, the hope that mankind needs can only flow from a life that has them. He who daily breaks through the boundaries set about him for his well-being can not be what he might, nor do what he could have done.

The physical is not the first, but it is an essential part of every life. And its needs and welfare must be attended to by him who hopes to fill a high ideal. What can man do without health, without hope? What is life without them?

Smileyville, Mo., Oct., '96.

THE PEDAGOGY OF THE WHEEL

BY WILLIAM HAWLEY SMITH.

Dr. E. E. Hale, of Boston, has recently written one of the most remarkable papers on teaching that has been put into type in many a long day. You will find it in the Atlantic Monthly for October, 1896, and it will well repay a most careful reading. It is an account of his life as a student at Harvard, "sixty years since," and it is as accurate as a photograph. In it "defects and excrescences show just as plainly as virtues do," a thing which does not often happen in reminiscences of this sort,—more's the pity. But it is things as they were that the true historian will tell when he records the past, and not things as they might have been.

The simple truth is the greatest thing in the world.

And the one thing that stands out before all else in Dr. Hale's narrative is the story he tells of how little he was really taught in school. He rings the changes on this in several almost startling ways, and finally sums it all up in the following words:

"Mr. Edward Everett's epigram is perfectly true, that in general a teacher is a person who hears you recite a lesson which somebody else has taught you."

When I read this sentence it took instant and entire possession of me, for it so perfectly expressed a fact that I have painfully observed scores, not to say hundreds of times, ever since I have been big enough and old enough to look on and see the work that is done in school rooms. Indeed as I look back on my own work as a teacher, I find no short-coming that stares me in the face as does the little real teaching I did. The

"government" of my school, the matters of attendance, whispering, discipline, and all "rules and regulations" whatsoever, all my failures in these lines slink into niches and corners, and are forgotten, for the most part, in the presence of the memory that will not down of the poor teaching I was guilty of.

It is written in the book that "the children of this world are wiser in their generation than the children of light," and I guess it is true. For, when I go out among folks who are counted just common, everyday "children of this world," and see them at work teaching, I have found many teachers there who could give "pointers" to more than one professor of pedagogy that I have seen at his work in a normal, or a training school. And the reason is this. These children-of-this-world teachers are obliged to bring the test of successful results to their work!

Thus, I went into a school for teaching bicycle riding, the other day, and I saw some very delightful and instructive pedagogy there. They didn't have any written examinations, every few days, and there were no exhaustive and exhausting memory tests put upon the pupils. The thing that the pupils came to that school for, was to learn to ride a wheel, and it was the business of the teachers to teach them to ride a wheel, not merely to have them recite how well some one else had taught them to ride! I respectfully submit that this is just as I have stated it, and if it is, it will bear thinking about. And it will not do for these teachers of the wheel to rest content if they merely give their pupils an opportunity to learn to ride. They must actually teach them so that they become masters of the machine, can go out on the road, dodge teams, ride through

ruts, go safely over bad places and a hundred and one similar things. They must make their pupils attain such results or their school will go into "innocuous desuetude" in a very short time.

Now, how do these children-of-this-world teachers, most of whom don't know what the word pedagogy means, go to work to attain the desired results? Why, they put their pupils to riding, first, last and all the time; and they make themselves useful in helping them learn to ride. To this end they have scores of devices, all worked out with the sole purpose of securing the one thing they seek to attain.

Thus, I saw a very clever arrangement for pupils who are unusually clumsy or timid. (And these have to be provided for. You can't teach them all in the same way, not even to ride a wheel.) There is a slim, agile, wiry girl over there (the boys will learn to ride by themselves, anyway. No need of a school for them) who will learn her lesson almost at a single mounting. She catches the trick "intuitively." But on the other side of the room is a bouncing and dumpy maiden who will tip the beam at twelve stone, or thereabouts, and what of her? She must be taught to ride, too, for that is what she (or her folks) have paid the money for, and they must get returns for their outlay. So the teacher has to get that result. How does he do it? Watch him and learn a bit of pedagogy.

This pupil has to have some special care, and she gets it. The teacher gets her a wheel that is not built like the others; or rather, one that has appurtenances and appliances that ordinary wheels do not have. Across the handle bar there is bolted a long steel rod that sticks out about three feet, right

and left, and which curves downward almost to the floor. On each end of this rod there is a small wheel that will touch the floor if the bicycle careens to one side. In other words, it is a wheel that cannot tip over; and the teacher puts the timid, fat girl on this thing, and starts her out on it.

Now, it is true that this wheel is not at all what she will ultimately ride. One could scarcely run it a block on an ordinary street, especially as it is adjusted for her when she first mounts; for the side wheels are hard down upon the floor, and on an uneven surface, you couldn't make it go at all, geared in this way; but she is not now to ride on an uneven surface, and this teacher who never studied pedagogy as a science has learned from experience that he must go slow, and give his pupil one thing at a time. The girl must learn to pedal first, and if he tries to make her do that and balance herself at the same time, the chances are many to one that he will fail on both counts.

And now watch the outset. He helps the girl into the saddle and gets her squarely seated, her hands and feet in place, and then tells her to pedal. She obeys, to the best of her ability, and the wheel begins to move backwards! (Fact! I saw it just the other day!) The girl began by treading down with the wrong foot and the wrong way, and the wheel backed up instead of going forward.

And what did the teacher do then? Mark her zero, and take her off the wheel, or tell her she must study harder? Not a bit of it. He came to her side and said: "Never mind! You'll get it shortly. It is all new, but you'll get there! Now you should always begin to push down when the foot is at its highest point, and also just as it begins to move forward."

I thought he told that pretty well, but when the girl tried she couldn't do it! And then what? This: "Now I'll help you a little, and tell you which foot to push down with.

He pushed the wheel ahead a bit, and said, as they went, "Left foot," "Right foot," "Left foot," "Right foot." And still she couldn't get it! What then? He stood and looked at her a minute, for it was evidently a case the like of which he had never met before, and I am sure none of the textbooks on wheel-teaching made mention of the like, anywhere; and then he did this: Standing at her side he put one of his hands on her right knee, and his other hand on her left knee, and said: "Now we'll get it," and started ahead, bearing down on her knees alternately with his hands, and actually making her, by sheer force, go through the motions that she must master. I think he worked a quarter of an hour with that girl before she got far enough along so that she could move her feet in the right direction without his physical help. But he kept at it, patiently, skillfully, till, presently, he got her so that she could work with only one of his hands on one of her knees, and meantime he said, as they went, "right," "left," "right," "left," over and over again. After a while he removed the one hand, but still counted "right," "left," for her, and at the end of a half hour she had so far progressed that she could do her own counting, and make her feet obey—most of the time! She made breaks, now and then, as I watched her. They always will for a while, but they must be brought to successful results, for all that.

I can't stop here to tell the rest of the story, how the side-wheels were raised higher and higher, by

adjustment, as she mastered what she was set to learn, and finally how the side-wheels first, and then the bar they were fastened to, were, one by one taken off, and she was taught to do without them as she became more and more expert.

I saw this girl ride a wheel on a crowded street, a day or two ago, and she rode to perfection.

And I thought—

I wonder how it would have turned out if, the first thing this girl had been put at had been to learn the definition of a bicycle, and then to tell all of its parts, and their logical relations, each to each! Yet I was in a school only yesterday where I saw a class beginning "written arithmetic," and the very first thing that was done, the teacher asked a pupil: "What is arithmetic," looking on the book as she said it, and the boy replied, "Arithmetic is the science of numbers and the art of computing by them." And then he sat down, the teacher marked him 10, and read the next question! Say, say, good folks, this isn't "up to the limit" for good teaching, is it? And yet it is heart-breaking, and nothing short of it, to see what an amount of this sort there is in the schools of this country! Dear brethren and sisters, under whose eye these few tremulous lines may pass, let me, on bended knee beg of you to reform the like, if it lives with you in this form, or anywhere near it. A few days ago I saw a teacher conducting a "nature study" exercise, in a third grade, and she read the questions she asked the children from a slip of paper she held in her hand! When shall we learn that God meant what he said when He thundered the second commandment from Sinai: "Thou shalt not make unto thee a graven image! Thou shalt not bow down

to them nor serve them." It seemed to me this teacher was doing all these things.

And how is it with you? I won't ask the question, but you will. Your soul will. You can't help its doing so. Make a good, brave, true answer to such interrogation, and be happy. But otherwise? No, we won't have any otherwises!

Thus endeth the reading of the lesson of The Pedagogy of the Wheel.—The Public School Journal.

ENGLISH IN THE HIGH SCHOOL.

Synopsis of the papers read at the Sedalia conference:

First Year's Work.

BY SUPT. H. A. HOLLISTER, OF CALIFORNIA, MO.

As High School English must be a continuation of that of the preceding grades, it follows that the nature and extent of the latter should be known in order to know where the first year's work in high school is to begin. The following are suitable productions from which to choose the reading of the first year.

Prose:

Irving's Sketch Book.

Ruskin's Seaside and Lilies.

Emerson's Fortune of the Republic.

Poetry:

Scott's Lady of the Lake and Marmion.

Lowell's Vision of Sir Launfal.

Whittier's Snow Bound and Among the Hills.

Longfellow's Masque of Pandora and Golden Legend.

The nature and amount of the above work to be read should be determined by the capacity and make up of the class. The test of the work is to be found in the growth of pupils, and not in per-

fection attained along special lines.

On entering high school, pupils should be able to interpret and give intelligible oral expression to ordinary literary productions. They should also be reasonably accurate in the use of good grammatical form, including orthography, punctuation, harmony and proper construction of sentences. In the high school the English work should center in the literary selections read. The text-books on grammar and rhetoric should be constant hand books to aid in interpretation and expression. There should be much composition work. The purpose of literary study taken in connection with capacity of the class to be interested, should determine the selection of literature.

Second Year's Work.

BY MISS BARBARA MULLEN.

Read a few of the best and best fitted authors. Read these so as to gain a sympathetic, loving and appreciative familiarity with good literature, so as to create a taste that will be a safeguard for all time. Nothing should be done for pupils that they can do for themselves. In the second year we divide the time between American and English authors. We read Bryant's "Lines to a Waterfowl" and "Thanatopsis," Whittier's "Snow Bound" and "Maud Muller," Lowell's "Vision of Sir Launfal," Webster's "Bunker Hill Oration" and "Reply to Hayne,"

Hawthorne's "House of Seven Gables," Scott's Lady of the Lake" and "Marmion," "The Sir Roger de Coverly Papers," Tennyson's "Enoch Arden" and five of Shakespeare's plays, besides selections from Butler's English.

Third Year's Work.

BY MISS ANNA L. CLARK.

Have pupils make such study of an author as will enable them to see the author in his own lines. Whatever in the author's life will help to a clearer interpretation of the work should be known to the pupil.

Choose American authors because their lives are best known to us as wholes. After reading a selection through to get its unity it may well be taken as a basis for close analysis, both grammatically and rhetorically.

The cultivation of imagination should also receive careful attention.

Among selections which may be read during the third year are Scott's "Lady of the Lake," Browning's "Ivan Ivanovitch," Tennyson's "Enoch Arden," Byron's "Prisoner of Chillon," Coleridge's "Ancient Mariner," and others. Details should never be so emphasized as to kill the spirit of the piece read. Some careful attention should be given to the teaching of myths, Anglo Saxon as well as Homeric, to show their relations to literature and their ethical significance. Outside reading should be so arranged as to correlate with the studies of the school room.

The course of reading prepared for the Nevada High School was presented as illustration of this point.

"Progress is not an accident, but a necessity. Instead of civilization being artificial it is a part of nature; all of a piece with the development of an embryo or the unfolding of a flower."—Herbert Spencer.

Current Events

VOTING MACHINES.

Two States utilized the voting machine at the Presidential election for the first time November 3. The city of Rochester used seventy Myers machines, one in each election district, and the city of Worcester used forty-eight McTammany machines, two in each voting precinct. Both machines provide a single knob for registering a vote for Presidential electors; that is to say, they are voted for in a group. The Myers machine provides a roll of blank paper on a cylinder, with a space exposed of sufficient size in which to write a name. The voter who wishes to cast a ballot for an individual elector can write the name thereon, and by pressing a knob can have the vote recorded for counting. The McTammany machine simply provides a place in which to deposit a separate ballot. These arrangements are far from being satisfactory, however, and it is clear no voting machine meets the necessary conditions. But it is very desirable that a perfect machine should be devised that will enable the voter to "split" or cut his ticket at pleasure, and vote for whom-ever he may desire. Such a machine would save the expense of printing ballots, there can be no tampering with the count, and no disputing the returns, while bribery is rendered well nigh impossible. We need a perfect voting machine, and we need it greatly. To whose ingenuity shall we be indebted for the boon?

WAR RUMORS.

There are startling rumors as to our relations with Spain. It is claimed that Spain realizes her inability to conquer Cuba, and desires war with us as the best means of retreat. These rumors are thought to be substantiated by the unusual naval activity of the last few weeks. The North Atlantic squadron will, it is said, be at once increased and made to include the following ships: The battle-ships Indiana, Massachusetts, Maine and Texas; the armored cruisers Brooklyn and New York; the cruisers Columbia, Newark, Raleigh and Montgomery, and the coast defense ships Puritan, Amphitrite, Terror and Katahdin. The Miantonomah is out of

commission, but it is expected that she will be prepared for service speedily. What all this activity means none of the officers know, but they connect it with the return from Havana of Consul-General Fitzhugh Lee. The probabilities are against any war. Spain, having failed to reduce Cuba, will hardly assail the United States. She has no ships capable of standing against the Indiana, Massachusetts, Maine, Texas and Puritan, to say nothing of the coast defenders, and such ships as the New York and Brooklyn. Evidently there will be a crisis in Cuban affairs very soon.

SUPREME COURT JUDGES.

President-elect McKinley, during his coming term of office, will have the appointment of two Judges of the Supreme Court; three members of the Supreme Court of the District of Columbia; three members of the Court of Claims, and quite a number of Circuit and District Judges of the United States, if the present incumbents retire when they become eligible to retirement on full pay. All these Judgeships are for life, with the privilege of retirement at the age of seventy years, if the incumbent has already served ten years. Justice Field, of California, has been eligible for retirement from the Supreme Bench for years.

ANOTHER BOUNDARY QUESTION

For a long time there has been a dispute as to the line between Costa Rica and Colombia. These nations have now agreed by treaty to leave the arbitration with the President of France as arbitrator. If he cannot be obtained, President Diaz, of Mexico, is to take the place; and if neither of these rulers will undertake to settle the question, it is to be referred to the President of Switzerland.

NIAGARA IS HARNESSSED.

At midnight November 18 Niagara Falls was harnessed to the cars of the Buffalo Street Railway Company. The Niagara Falls Power Company began the fulfillment of its contract to supply a current of 1,000 horse-power to the trolley roads. There was not a hitch in the proceeding. The turning on of the power was marked by the firing of a salute of twenty-one guns. The line that has been built to carry the current-bearing wires is of a most

substantial nature. The poles are placed very close together, and are braced in such a manner as to be proof against heavy storms. The distance from Niagara Falls to Buffalo is twenty-eight miles. The power will be used for running all kinds of machinery in Buffalo and surrounding cities and will sell in Buffalo for \$36 per annum per horse power.

ABYSSINIA AND ITALY.

King Humbert has received a telegram from Menelik, King of Abyssinia, saying that a treaty of peace between Abyssinia and Italy was signed on October 26. The new convention abrogates the treaty by which Italy claimed a protectorate over Abyssinia, and recognizes the complete independence of Ethiopia. Menelik declares free all the Italians taken prisoners by the Abyssinians during the recent campaign, but Italy will have to pay him for their support while in captivity.

SIBERIAN RAILWAY.

St. Petersburg is now connected by rail with the Yenisei River, and it is expected that the Trans-Siberian Railroad will reach Lake Baikal (bil-kal) next summer. China's concession that the road may pass through Manchuria shortens the distance from the lake to Vladivostock (vla-de-vos-tok) by over 600 miles.

LILIUOKALANI PARDONED.

Liliuokalani, who has been kept under some restraint since the last attempt at revolution in Hawaii, has now been granted a full pardon and restoration of her civil rights. This has been done in consideration of the fact that she has faithfully kept the terms of her parole, and also probably indicates that the new Government now feels itself comparatively secure against attack.

A man who is not able to make a bow to his own conscience every morning is hardly in a condition to respectfully salute the world at any other time of the day.—Douglas Jerrold.

It makes a heap ob diffunce in the self-respec' ob some men wheder dey am caught in de watermelon patch or get away wifout bein' seen.—Uncle Eben's Philosophy.



Questions Used for Admission to the
St. Louis High School.

ARITHMETIC.

I. What would be the expense of carpeting a room 24 ft. 6 in. by 18 ft. with carpet $\frac{3}{4}$ yard wide, costing \$1.20 a yard?

II. A house was sold by the builder at a profit of 30 per cent and the purchaser sold it again at an advance of \$117 in the price, and gained 20 per cent on the outlay; how much did the house cost the builder?

III. (a) What is a poll-tax? (b) By what other name is it known?

IV. A's property is assessed at \$6,750, and B's at \$13,550; A's tax is \$55.35; how much is B's?

V. Write a check on the Fifth National Bank for \$25.60, drawn by A. Brown to the order of F. Smith.

VI. What is the cost of a draft for \$2,000 payable in 60 days, at 6 per cent interest? Exchange 1 per cent premium.

VII. Which is the better investment: a mortgage for 3 years at \$5,000, paying 7 per cent interest and purchased at a discount of 5 per cent, and paid in full without cost at maturity, or 50 shares of stock at 95, paying 8 per cent dividends and sold at the expiration of 3 years at 98?

VIII. If a staff 3 ft. 8 in. long, casts a shadow 1 ft. 6 in., what is the height of a steeple that casts a shadow .75 feet at the same time? (Solve by proportion.)

IX. A person traveling on horseback can perform a certain journey in $1\frac{1}{3}$ days by traveling 10 hours a day. In what time ought he to perform the journey, if he travels $11\frac{1}{4}$ hours per day?

X. What is the side of a square field which contains 9,859,600 square feet?

XI. A field contains 409A. 96 sq. rd. and is 128 rd. wide; at 50 cts. per rd. for fence, how much less would it cost to fence it if it were a square field

and contained the same amount of land?

XII. A sphere has a diameter of 21 inches; how much more surface has a cube whose edge equals the diameter of the sphere?

HISTORY AND CONSTITUTION OF THE UNITED STATES.

I. (a) Name the charters under which the first English colonies were established in what is now called the United States? (b) What were the provisions of this charter in regard to self-government? (c) In regard to religion? (d) In regard to the proceeds of industry and commerce?

2. (a) By whom was the first permanent settlement in Delaware made? (b) Where? (c) Who was the founder of Pennsylvania? (d) To what denomination did he belong? (e) Why did he wish to leave England? (f) What English ruler made a grant of land to him?

3. (a) What was the aim of the Navigation act, which was one of the more remote causes of the Revolution? (b) What annoying laws had England passed in regard to American manufactures and iron works? (c) What did William Pitt say in regard to the latter? (d) Name a direct cause of the revolution.

4. Tell briefly the story of Arnold's treason by answering the following questions:

(a) Who was Arnold? (b) How had he behaved in the battles of Saratoga? (c) What moved him now to betray his country? (d) What command did he solicit to carry out his treason? (e) Through whose capture was his treason discovered? (f) What became of him after this discovery?

5. (a) When was Andrew Jackson President? (b) What did the nullification ordinance declare? (c) Who passed it? (d) How did the abolishing of the U. S. Bank lead to wild speculations?

6. (a) When was the battle of Antietam fought? (b) Who was the Union commander? (c) Who was the Confederate general? (d) What was the effect of the battle?

7. (a) What provision for the promotion of education did the ordinance of 1787 contain? (b) Which American au-

thor was the first to secure general recognition at home and abroad? (c) What was the population of the U. S. at the time of the first census? (d) What at the last census?

8. (a) What qualifications must a person possess to be eligible to the U. S. Senate? (b) Under what circumstances does the Chief Justice preside over the Senate? (c) Of what crimes does treason against the United States consist, according to the Constitution?

9. (a) What is a "bill of attainder"? (b) What provision in regard to the same does the Constitution contain? (c) How are the judges of the Supreme Court elected or appointed? (d) What must the U. S. guarantee to every State? (e) What protection must they extend to each State?

PHYSICAL GEOGRAPHY.

I. What is supposed to be the cause of terrestrial magnetism? In what way is navigation indirectly facilitated by terrestrial magnetism?

II. Compare the coast line of Europe with that of Africa and state what important influence the difference has had on the history of the two continents.

III. How are bars at the mouths of rivers formed? What did Capt. Eads do to deepen the channel at the mouth of the Mississippi River?

IV. By what are tides caused? What evidence leads us to believe that this is the cause?

V. How can you explain the fact that the barometer falls when the atmosphere is moist or rainy?

VI. Describe the periodic land and sea breeze and make a brief statement of its cause.

VII. Describe the appearance of the clouds called cirrus; state what you know about its elevation; of what is it supposed to consist? What atmospheric disturbances does it often announce?

VIII. What is meant by "Vertical Zones"? Give an example.

IX. What is irrigation used for? Name three States of the Union in which it is employed. Why is it used there? Name the most famous example of irrigation in antiquity.

X. From what does the Mongolian race derive its name? Name two nations in Asia and one in Europe that belong to it. Name some tribe of the arctic region that belongs to it. What are the principal characteristics of the Mongolian race?

New York State Questions.**ARITHMETIC—QUESTIONS.**

1. Numbers are classified as (a) odd or even, (b) concrete or abstract, (c) like or unlike. Give the basis of each of these classifications.
2. Reduce 7 gal. 3 qt. 1 pt. to the fraction of a barrel.
3. Divide (a) .03125 by .000025; (b) 34% by 12.0125.
4. If the interest on \$600 for 1 yr. 3 est on \$576 for 2 yr. 20 da. at the same rate per annum? (Solve by proportion.)
5. Required the net price of an article listed at \$400, 30 per cent, 10 per cent, and 5 per cent off.

6. What sum of money at interest for 1 yr. 3 mo. 5 days, at 6 per cent per annum, will amount to \$258.20?

7. How many cords of wood in a pile 30 feet long, 7 feet high and 4 feet wide.

8. 83 lb. 6 oz. is what per cent of 43 lb. 12 oz?

9. Find the proceeds of a note for \$168 due October 20, 1896, and discounted today at a Brooklyn, N. Y., bank, at 6 per cent per annum.

10. Find the square root of .6, correct to three decimal places.

ARITHMETIC—ANSWERS.

1. (a) An odd number is not, and an even number is, divisible by two; (b) An abstract is not, and a concrete number is, used in reference to some particular thing. (c) Like numbers have, and unlike numbers have not, the same kinds of units.

2. $\frac{1}{4}$.
3. (a) .1250; (b) 2.8616.
4. \$106.56.
5. \$239.40.
6. \$240.
7. 6 9-16.
8. 190.5 per cent.
9. \$167.33.
10. .774.

AMERICAN HISTORY—QUESTIONS.

1. To what nation did Champlain belong, and what parts of America did he explore?
2. Arrange in order of time the following events: The burning of Schenectady, the battle of Oriskany, the building of Fort William Henry.

3. (a) Who was the author of the Declaration of Independence? (b) By what body, and (c) at what time and place was it adopted?

4. In what States were the principal military operations of the years 1779-81?

5. What was the form of government of the United States preceding the adoption of the present Constitution?

6. Mention a leading event of the administration of each of the following Presidents, Jefferson, Monroe, Jackson.

7. Name two Cabinet positions that have been created since Washington's administration.

8. (a) Name the thirteen original States. (b) Name two States admitted to the Union within twenty-five years after the adoption of the Constitution.

9. Give an account of the battle of Antietam, to be marked on the following points: (a) Location, (b) names of the commanders, (c) the effect on the course of the war, (d) other items of importance.

10. What is meant by the resumption of specie payments?

AMERICAN HISTORY—ANSWERS.

1. French; the country of the St. Lawrence in 1603. In 1609 he ascended the Soul River to the lake which has since borne his name.

2. Burning of Schenectady, the building of Fort William Henry, the battle of Oriskany.

3. (a) Thomas Jefferson; (b) Continental Congress; (c) Fourth of July, 1776, in the old State House in Philadelphia.

4. New York and the Carolinas.

5. A democratic republic. Government was administered by the Continental Congress, composed of delegates from nearly all the colonies.

6. Purchase of Louisiana; Missouri Compromise; Nullification Act.

7. Secretaries of Navy and of Interior.

8. (a) Virginia, New York, Massachusetts, New Hampshire, Connecticut, Maryland, Rhode Island, Delaware, North Carolina, New Jersey, South Carolina, Pennsylvania, Georgia, (b) Kentucky, Ohio.

9. (a) Between Sharpsburg and Antietam Creek, an affluent of the Potomac. (b) George B. McClellan, Robert E. Lee. (c) The Confederate army was compelled to retire to Virginia and assume a defensive attitude; McClellan was superseded by Burnside. (d) As a result of this engagement President Lincoln issued a proclamation abolishing slavery.

10. Notes were to be paid in gold or silver.

PHYSIOLOGY AND HYGIENE

1. What long bone articulates with (a) the radius; (b) the tibia?

2. (a) Mention three classes of joints and (b) give an example illustrating each class.

3. Why are tendons and ligaments composed of inelastic tissue?

4. Describe the means by which vibrations are conveyed from the tympanum to the inner ear.

5. What is the function of (a) the iris; (b) the epiglottis?

6. Why is the blood in the pulmonary artery dark red and the blood in the aorta bright red?

7. Describe the structure of a tooth.

8. Mention two organs which assist the kidneys in excreting the poisonous and worn out matter from the circulation.

9. Mention three cautions that should be observed in the use of the eyes.

10. What is the effect of the excessive use of alcohol on the nervous system?

ANSWERS.

1. (a) Humerus; (b) femur.

2. (a) Ball and socket, hinge, and the movement to the hard parts to pivot; (b) hip-joint, the knee, the forearm.

3. In order that they may transmit which they are attached.

4. By the malleus, incus and stapes bones.

5. (a) By expanding and contracting it enlarges or diminishes the pupil. (b) Keeps food or saliva from entering the air tube.

6. Pulmonary artery carries the blood to the lungs to be purified. The aorta, the pure blood, which is to be spread throughout the body.



"Christmas time has come again,
Christmas pleasures bringing."

This is the one glad day in all the year which by the divine right of the gift of the Christ child becomes truly the children's festival of joy and gladness. Teachers, make the most of it—remember your childhood days, and thus you will better understand the children of to-day, and feel the full significance of what Christmas means to them. Not only strive to make the children happy, but by careful planning and preparation make your little world live up to the full spirit and blessedness of the season. Lead them to think of "Peace on Earth," as applying to the living present, bringing peace in the home, peace in the school, and a more earnest giving up of self for the good of others.

Christmas! "A season for kindling, not merely the fire of hospitality in the hall, but the genial flame of charity in the heart." "A kind, forgiving, charitable, pleasant time; the only time I know of in all the long calendar of the year when men and women seem by one consent to open their shut-up hearts freely."

May we each and every one be made better and more generous by this holiday season of 1896.

THE BROWNIES' CHRISTMAS.

The Brownies' Christmas may be given by eight little boys who should wear pointed caps with tassels and little jackets; both of these may be made of bright yellow paper or cambric. Each brownie should carry in his hand a yellow bag of the same shade filled



with little inexpensive presents which have been brought by the children to distribute among the poor. All come in dancing and skipping about to the tune of "Yankee Doodle," heads nodding in time, elbows working in and out, bags swinging up, down, left and right.

If possible a small tree should be planted in a tub on the table around which the Brownies skip.

All form a ring, heads and bags still swinging.

Music softly plays while first pupil says,

"That glorious day is near
That is to young and old so dear;
Because it calls those truths to mind
So advantageous to mankind,
And brings to every generous heart
The wish to take an active part
In cheering up the homes of all
With presents, howsoever small."

While preparing this verse he and

others take from his yellow bag its contents and hang on the tree.

Second Brownie—

"To a Children's Home, near by,
We will to-night our thoughts apply,
And, in no weak and sparing way,
Our mystic powers at once display;
For not alone the Christmas tree
We shall supply with labor free,
But ere we leave it standing there
It shall the choicest presents bear
That can the sparkling eyes invite,
Or fill the heart with pure delight."

(Places presents on tree.)

Third Brownie—

"Some to the forest started out
To find a tree both tall and stout
That would support the loads that they
Intended on its limbs to lay;
While others traveled to the town—
With lengthy lists all jotted down—
Determined to ransack the place,
Before they homeward turned a face."



"Merry Christmas" and "Happy New Year."

No. 100. HALLELUJAH, CHRIST IS BORN!

Rev. E. A. HOFFMAN.

CHAS. H. GABRIEL.

1. Have you heard how eastern shepherds, Watching o'er their flocks by night, Saw an angel host de-
2. Have you heard the grand old story, How the brilliant, radiant star, Guided, by its wondrous
3. This is why the bells are ringing, On the happy Christmas morn; And the children join in

scend-ing In a flood of glorious light—Heard the bless-ed ti-dings wafted Down up-glo-ry, Pilgrims from the lands a-far—Guid-ed to an humble manger, Where the sing-ing, "Hal-le-lu-jah! Christ is born!" Oh, it is a grand old sto-ry. And we

on the air of morn—"Glory, glo-ry in the highest, Peace on earth, for Christ is born?" infant Savior lay, He who came to earth a stranger On the bless-ed Christmas day? sing it o'er a-gain! Christ is born, the King of glo-ry, Bringing peace, good will to men.

CHORUS.

Hal - le-lu-jah! Hail the holy Christmas morn! Hal - le-lu-jah! Christ in Bethlehem is born!
Hallelujah! Hail the ho-ly Christmas morn Hallelujah! Christ in Bethiehem is born!

Hal - le-lu-jah! Hail the holy Christmas morn! Hal - le-lu-jah Christ is born...
Hallelujah! Hail the ho-ly Christmas morn! Hallelujah! Hallelujah! Christ is born!

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Fourth Brownie—

"And well we carried out our plan
For here and there we safely ran
From candy shops and places where
We sought a certain kind of ware,
To largest buildings we could find
Where goods were sold of every kind
Upstairs and down as business led,
We busy Brownies quickly sped."

Fifth Brownie—

"In time, we scattered Brownies met,
Those who had gone the gifts to get,
And those whose task it was to fall
A Christmas tree to hold them all.
The tree was promptly hoisted there,
And firmly fixed with greatest care,
Until it stood as when it strove
To overlook the silent grove."

Sixth Brownie—

"My friends, we seldom find
A task as pleasing to the mind;
I fancy I can see the eyes
Of children widen with surprise,
And see the smiles extend so free
From cheek to cheek when this they
see,
And learn that not a single tot
In all the place has been forgot.
For boys—the guns, the skates and
bats;
For girls—the dolls and rubber cats,
The books, the toys and fancy things
That Christmas to the market brings;
And candy colored red in streaks,
To sweeten all their teeth for weeks."

Seventh Brownie—

"So work goes on as it must go
When Brownies all united throw
Their daring skill and mystic power,
Into the labor of the hour,
And those who know the Brownie
band,
May well believe no idle hand
is resting still, that has a chance
The undertaking to advance."

Eighth Brownie—

"The task has much our patience tried
But still this thought the heart re-
vives,
We've done our best to brighten lives
We leave indeed a Christmas tree
To make the children shout with glee."

All take hold of hands, skip twice
around the tree and while dancing
about the tree, sing the following to
the tune of "Yankee Doodle."

Christmas comes but once a year,

And then we do our duty

We pray and sing and praise the Lord,
For Earth, this life and beauty.

So we sing and laugh and play,

18 MERRY TIMES ARE COMING.

KATHIE MOORE,
Moderato.

E. BOECKEL.



1. Put the work and books a - way, Merry, merry times are coming;
2. Hol-ly glist - ens on the wall, Merry, merry times are coming;
3. Tho' we've loved our school of yore, Merry, merry times are coming;



We shall have a hol - i - day, Mer-ry,merry times are coming.
Christ-mas cheer is o - ver all, Mer-ry,merry times are coming.
Hol - i - days we love far more, Mer-ry,merry times are coming.



CHORUS.



E - ven summer can - not show Gay-er times than this, we know,



All the joys of ice and snow, When hol - i - days are com-ing;



Merry,merry times are com-ing, Merry merry times are com-ing,



Merry,merry times are com - ing; O merry,merry times are com-ing.



From "Golden Glees," used by permission of publisher, A. Flanagan, Chicago.*

Through the happy Christmas day,

Merry hearts and willing hands,

All over this road land.

—Ella M. Powers, in Popular Educa-
tor.

Among the pitfalls in our way,

The best of us walk blindly;

So, man, be wary, watch and pray,

And judge your brother kindly.
—Alice Cary.

THE CHRIST CHILD.

1st Girl.

Once there was a tiny baby,
Lying in the strangest bed;
'Twas a manger in a stable,
Where the cows and oxen fed.

2d Girl.

And it was the sweetest baby
Ever brought by angel wings
Down to earth, for it was Jesus,
And He was the King of kings.

3d Girl.

Yes, and He was something better—
He was more than just a King;
For He came to be our Savior,
And the gift of life to bring.

4th Girl.

Wise men came and brought Him presents;

Mamma told me what they were;
They were queer, but I can say them—
Gold, and frankincense, and myrrh.

5th Girl.

Oh, I wish that for His birthday,
Some nice present we could bring;
But we are so very little—
And we have not anything.

6th Girl.

Yes, we have; for we can give Him,
In our little hearts, a home;
We can give ourselves to Jesus—
He will take us, if we come.

—Ida M. Budd.

CHRISTMAS DAY.

On Christmas day when fires were lit,
And all our breakfast done,
We spread our toys out on the floor
And played there in the sun.

The nursery smelled of Christmas tree,
And under where it stood,
The shepherds watched their sheep,
All made of painted wood.

Outside the house the air was cold
And quiet all about,
Till far across the snowy roofs
The Christmas bells rang out.

But soon the sleigh bells jingled by
Upon the street below,
And people on the way to church
Went crunching through the snow.

We did not quarrel once all day,
Mamma and grandma said
They liked to be in where we were,
So quietly we played.

I do not see how any child
Is cross on Christmas day,
When all the lovely toys are new,
And every one can play.

—St. Nicholas.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The Illinois State Teachers' Association, which convenes at Springfield, December 29-31, bids fair to be one of the best attended and most interesting meetings in the history of the Association. Mr. Homer Bevans, of Chicago, who is President of the Association, will deliver his inaugural address at the opening of the first session. Mr. Joseph Errant of the Chicago Board of Education will discuss "Free Text Books." Mrs. Eva D. Kellogg, Editor of Primary Education, will deliver an address upon "Mechanism in Public Schools," and Prof. Edmund James of Chicago University will deliver an address upon "The Public High School the College of the Future." Col. Parker and many other prominent educators will be heard from. One of the best features will be an address by Prof. Arnold Tompkins upon "The Aim in Education." The Chicago Principals' Quartet will furnish music for the occasion, and there is every prospect of this being one of the greatest meetings ever held in this great State.

SOUTHERN EDUCATIONAL ASSOCIATION.

Birmingham, Ala., Nov. 10, 1896.
The next meeting of the Southern Educational Association will be held in the City of Mobile, December 29, 30, and 31, 1896. A special rate of one fare for the round trip plus the membership fee of two dollars will be obtained for this meeting on all Southern railroads, and it is the earnest desire of the officers and executive committee that a large and representative attendance shall be secured from every Southern State.

Mobile as a place of meeting presents rare attractions, and a large and representative attendance from the Southern States is confidently expected. The program will include papers and addresses from such men as Pres. Alderman of the University of North Carolina, Pres. Winston, of the Univer-

A Tonic

For Brain Workers, the Weak and Debilitated

Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to **Rumford Chemical Works, Providence, R. I.**
Beware of Substitutes and Imitations.

For sale by all Druggists.

sity of Texas, Commissioner Harris, Dr. Curry and Pres. Skinner of the National Educational Association. In addition to these we will have on the program some of the leading city and State School Superintendents in the South, together with Professors from Colleges, Universities and Normal Schools, who can not fail to make the Mobile meeting both interesting and profitable to all who may attend.

Complete program will be out in a few days. Write for it to J. H. Phillips, Pres. Birmingham, Ala., or Geo. B. Cook, Sec., Hot Springs, Ark.

She (after a long and silent study of a type-setting machine in operation)—"Isn't it perfectly wonderful?"

He—"It certainly is."

She—"It really does about everything, but talk, doesn't it?"

He—"Yes, madam; and would probably do nothing if it did talk."—Washington Star.

Appropriate Blackboards Stencils for Christmas are furnished by March Brothers, Lebanon, Ohio. Write for catalogue.


KINDERGARTEN AND PRIMARY PROGRAM.

By Sadie Pierpont Barnard.

DECEMBER

The chief aim of all true education is the forming and developing of character. Every child has a three fold nature and if we would have a symmetrical character the three fold nature must be equally developed. This development should be natural, a gradual, but constant growth. In order that this may be so proper exercise for body, mind and soul must be provided.

The natural activity of the child must be turned into creative activity, indefinite play into definite work, impressions into expression, right knowing, into right living and doing.

"The child is not to learn simply that he may know, but that he may do, and through doing what is wise and right, to build up the character which is to make him what he can be in time, and for eternity."

CENTRAL THOUGHTS.

Thoughtfulness, Unselfishness, Continuity.

DETAILED POINTS FOR STUDY.

Season Winter.
Month December.

COLD WEATHER.

Frost, what is it doing?

To whom does the cold weather bring sleep and rest? Where are the homes of these animals. What are the trees and plants doing?

Why is rest needed?

What protection do we have from the cold? How dependent we are on the trees. They furnish us wood for our houses and wood to burn, also certain trees make little children glad and happy some day this month. What day is it, and what kind of trees are they?

We burn something besides wood these cold days, what is it? Where does it come from? Who are the men

toiling day after day in the dark that we may have light and warmth?

Study the miner, his tools, the place where he works, show pictures of coal mines, where, beside in our homes is coal burned?

What we do we have beside our houses and warm fires to protect us from the cold? Where do these clothes, made of wool, come from?

Study sheep, the farmer caring for them. What they give us, where and how the wool is taken off, what is done with it, how colored, what we call the workers that make the cloth, who makes the coats and dresses.

How do the sheep furnish us food?

What is made from their skins?

What workers have we been talking about last month and this? How do they help each other? How do they help us?

What good gifts have we received?

Thankfulness leads to—

Thoughtfulness, unselfishness and helpfulness.

Having received much let us give much.

CHRISTMAS.

Love and Good Cheer.

This month we think much of our "Best Gift." Impress the children with the idea that by doing for and giving to others, they show their love and appreciation of this "Best Gift." That only by doing for others do we gain true happiness for ourselves.

All things in Nature are continually giving, what can we give?

Bright smiles, kind words, thoughtful, helpful actions.

Being good, by doing good.

There are so many people surely there is need for more than one Santa Claus. Let us each one, by doing and giving become a Santa Claus.

Rochester, N. Y.

A gentleman was assisting at a bazaar last winter by reciting now and again during the evening. He had recited once or twice, and the people were sitting about chaffing, when he heard one of the committee go up to the chairman and whisper: "Hadn't Mr. — better give us another recitation now?" Whereupon the chairman replied: "No, not yet; let them enjoy themselves a bit longer." —Tid-Bits.

A Christmas present here for you,
Turn the page to thirty-two.

BUSY WORK FOR THE LITTLE FOLKS.

A prominent primary teacher gives the following as her plans for keeping the children busy. I have a number of small story books, illustrated, which I keep on my desk until they have studied their lessons and have written a part of it on their slates or black-board, then I permit them to have the books until they read again. I have a set of drawing cards which the children find quite interesting, and they take great delight in trying to reproduce the pictures on their slates. While I know this is not the best method to teach drawing, it is better than not to teach it at all and we have very little time in a country school to take the real object and draw from that, and I think the children will take up the object sooner by having the cards first. I sometimes have the children in the Second and Third Reader to find all the words in their lesson that have the long sound of a and write them in columns, and so on with different letters and different sounds. In this manner they soon learn the sounds of the letters, while they are doing this I am hearing the classes quietly recite their lessons.

Let us endeavor so to live that when we come to die even the undertaker will be sorry.—Pudd'n'head Wilson's Calendar.

Be it your unerring rule
Ne'er to contradict a fool;
For if folly dare but brave you,
All your wisdom cannot save you.

—Goethe.

DEAFNESS CANNOT BE CURED.

By local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give One Hundred Dollars for any case of Deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars; free.

F. J. CHENEY & CO., Toledo, O.

Sold by druggists, 75c.

THE SQUIRREL.

BY BESSIE L. PUTNAM.

The name squirrel, from two Greek words meaning shadow and tail, is at once suggestive of one of the leading characteristics. To sit in the shadow of one's own fig tree, is the typical picture of human happiness. But the squirrel has more than this; though it must be confessed that a shade rendered portable in the shape of a caudal appendage is seemingly superfluous to a denizen of the forest. Yet, while as a canopy this member might be dispensed with, it is useful as a rudder in directing the course of the nimble little creature in its long leaps from branch to branch.

The squirrel belongs among the rodents or gnawers, a group comprising about two-thirds of all known mammals, and characterized by prolonged incisors and the absence of canines. It is found on all continents but Australia—that lone spot on which remain links in both animal and vegetable life connecting with geological times.

Its food is largely of nuts, of which most species hoard away a goodly store for winter. The skill of some of them in extracting the coveted butter-nut kernel from its stony casing is thus noted by Burroughs in his "Signs and Seasons."

"He always gnaws through the shell so as to strike the kernel broadside, and thus easily extract it, while to my eye there is no external mark or indication, in the form or appearance of the nut, as there is in the hickory nut, by which I can tell whether the edge or the side of the meat is toward me. But, examine any number of nuts that the squirrels have rifled, and, as a rule, you will find they always drill through the shell at the one spot where the meat will be most exposed. It stands them in hand to know, and they do know. Doubtless, if butter nuts were a main source of my food, and I were compelled to gnaw into them, I should learn, too, on which side my bread was buttered."

One would think that the long, curved teeth, so nicely fitted for gnawing, would in time be worn off upon the hard shells, despite their enameled casing; but nature counterbalances this wear by continual growth.



From "Nature's Byways." Used by permission of The Morse Co., Pub., New York.

The squirrel has some idea of economy in labor, for frequently it will cut down quite a quantity of nuts before descending to carry them away. But a few days ago the writer found the ground under a tulip tree thickly strewn with the cone-like fruit. This was undoubtedly the work of squirrels, since the seeds cling to the branches throughout the winter unless forcibly removed. And probably, had I returned to the tree a day or two later, I should have found that they were carried away as a reserve supply when the nuts were gone. Hunters affirm that they are also fond of the seeds of the cucumber tree, one of the magnolias, and closely related to the tulip tree.

Hemlock cones also furnish a tempting food, and sumac heads—even the seeds of frozen apples swell the bill of fare. Occasionally a brave individual will visit a neighboring granary—a circumstance which has given them not a little disrepute among farmers; though in reality the amount of grain they destroy is comparatively small. In spring they enjoy the sweets of the sugar bush no less than the swelling buds. Burroughs tells us that in one instance he found a sugar maple more than half denuded of its bark in their efforts to get the soft white substance within, known as the cambium layer. But this was, perhaps, an extreme case.

A much more grave charge is preferred—that of robbing nests of eggs and even of young birds, and some natur-

alists go so far as to say that unless the squirrels are destroyed, the songsters will be. When we recall the fact, however, that birds and squirrels lived and thrived in the same forests for centuries and that the past decade or two have shown the most marked diminution in birds, the conclusion follows that human agency is more directly responsible than that of the squirrel, or any other natural cause. Nature balances matters pretty evenly; it is man's advent which destroys this equilibrium. Even the squirrel, as if to atone to man for destroying a few of his best friends, makes part of his diet upon insects. But this does not efface the murderous rifling of the nest—the one dark spot in his character.

Yet his good-natured mischief, merry twinkle, hearty chuckle, and cunning movement banish malevolent thoughts, and the deep, black in itself, is pardoned as prompted by the leader we term instinct.

Though he evidently sees but the humorous, there is to the thoughtful observer a pathetic side to his history; for in a short time at most, unless protection is speedily given, the squirrel will, like his giant cousin, the beaver, become extinct. Even now, haunts, which but a few years ago resounded with his merry note, are sadly silent. Not human, but inhuman feeling can find pleasure in silencing forever such a joyous heart.

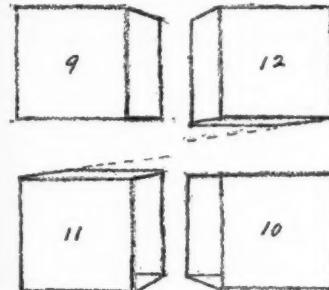
How many kinds of squirrels are in your own locality? How do they com-

pare in size, color, and habits? During what portion of the day are they most active? Where and of what are their nests made? What special facilities have they for climbing? Did you ever see one fall? What is their position when eating? How do they move upon the ground? How do they pass the winter? Name other familiar rodents. In what respect do they resemble the squirrel?

PRACTICAL DRAWING.

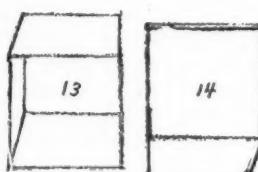
BY W. T. PARKS, DENVER, COLO.

The several diameters of the cube like those of the sphere, are equal. The sphere appears the same in all positions of equal distance from the observer. The appearance of the cube



changes with every change in position. The outline of the sphere always appears as a circle; that of any face of the cube may appear as a square, a rectangle, or rhomboid. The teacher should have the pupil give other likenesses and difference not only as to facts of form but as to facts of appearance. While pictorial, or representative, drawing deals exclusively with facts of appearance, it is highly important that the pupils should know the objects they study and represent, both as to form and appearance.

The cylinder may profitably be compared with both cube and sphere as it resembles each somewhat in appearance.



The cube should be studied and drawn in all positions by the pupils.

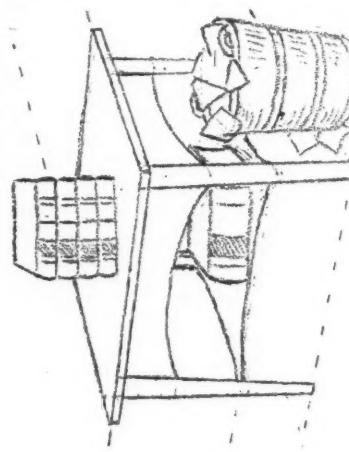
The first position should be that in which one face only can be seen by the pupil, then two faces, etc. The accompanying illustrations show its appearance in several positions. The teacher should see that the pupils draw no more than they see, and draw as they see not as they imagine they see.

The cube is a very difficult study, also a very important one. See that its appearance in each is fully comprehended by the pupil before changing.

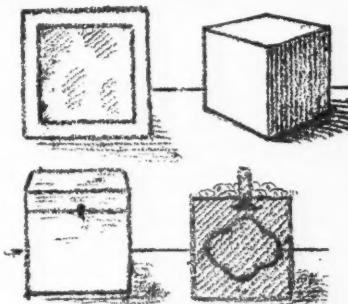
Seeing correctly is the most important and only difficult part in pictorial representation, drawing is comparatively very easy; this may seem strange to the inexperienced, but it is a fact. In the group of four cubical objects here represented, the width (distance from front to back) of the box and basket below, was exactly equal to their length, but it would have been incorrect for me to have so represented them, because their width did not look to be more than one third their length.

In a future lesson I will show how to determine quickly but accurately the portions of objects as they appear. In the group of four referred to, the upper drawings represent front and corner views of the cube. The books on the table represent five thick books directly in front and below the level of the eye. The table represents a hollow cube with one corner towards the observer.

Drawings 9 and 11 represent cubes to the left of the observer; 10 and 12



the same to the right; 13 and 14 like ones below and above the eyes respec-



tively. The bottom of 9 and the top of 10 are represented as being on a level with the eyes. 10, 11 and 13 are represented as being hollow with the nearer face of 13, the right face of 11 and left face of 10 removed. Too much study can not be given to the study of these. After carefully studying these illustrations with the paper in the natural position, turn it upside down also half round and many new positions of the cube will be revealed.

These drawings are not to be copied, but are intended solely to assist the inexperienced teacher of drawing not only to see better herself and to enable her to render her pupils the much needed help on this point.

Trust him little who praises all, him less who censures all, and him least of all who is indifferent to all.—Lavater.

Conversation is but carving—
Give no more to every guest
Than he is able to digest—

* * * * *
Give to all but just enough;
Let them neither starve nor stuff;
And that each may have his due,
Let your neighbor carve for you.

—Scott.

Joseph Gillott & Sons are now manufacturing a pen—No. 1047—called the "Multiscript." We have just had a sample of this pen and it is as its name implies, well adapted to many different styles of writing. We have used it for the "Vertical," "Backhand" and Slant writing, and find to be in many respects like our favorite farm horse—it works anywhere you place it.

PLATE 11.

\$125.⁰⁰

Chicago, Ill., Nov. 17, 1894.

On demand, we jointly promise to pay E. C. Mills, or order, One Hundred Twenty-five Dollars, for value received, with interest at three per cent per month until paid.

C. A. McClure.

J. N. Hartwell.

LESSONS IN VERTICAL WRITING.

By E. C. Mills, Rochester, N. Y.

NO. 12.

BODY WRITING.

It will be observed that all the letters in this copy are the same as were given in previous plates. Many persons can write a sentence, and that work will present a good appearance, but when several lines are written in succession, there is something unpleasant looking about the face of the page and the writer is at a loss to know the cause of his failure. After writing two or three lines, notice your work with reference to spacing between words, and see if you have observed the matter of spacing which was given in previous lessons. Now see if the downward lines are straight. In vertical writing all of the down strokes in most letters are perpendicular. Practice diligently on the copy, and study your work. Do not get the idea that your writing is "good enough."

FROM SUPERINTENDENTS OF SCHOOLS.

The following letters were taken from the November (1894) number of the Penman's Art Journal:

CHICAGO.

After little more than a year of experiment in vertical writing we have

found that we can demand the front erect position and that the paper shall be placed so that the eyes rest upon the page in the same way they do when reading a book, thus avoiding those habits in writing that cause defective sight.

We find that the vertical writing is simple and much more legible. Teachers state that they can correct papers without having the sense of weariness to the eyes that comes when reading the slant writing. We find the general appearance of the papers on the whole is more satisfactory than with the slanting writing.

A. G. LANE.

NOVA SCOTIA, CAN.

At the Provincial Exhibition just closed in Halifax there was no other system than the vertical on exhibition. A number of the leading towns are just now ordering the vertical system, and in some places the changes are taking place so fast that the balance of sloping texts is being returned in exchange for the vertical. In the country schools the sloping style still holds its own; but I would expect from the rate at which the change is now voluntarily going on, that in another year all the schools of this province will be practically a unit in the use of vertical writing.

A. H. MACKAY.

BALTIMORE.

I have had my attention called for some time to the advantages of vertical writing. I should like to see this system adopted in the schools throughout the country.

HENRY A. WISE.

TO THE TEACHER.

We ask that each one investigate this new system for himself, and we hope teachers will look into the matter carefully. Let us know the truth, and in the words of the Master himself, "The truth shall make you free."

In bringing this series of lessons to a close, we wish to thank the many friends who have taken such an interest in the work. We trust that our efforts to arouse in the teacher the necessity for better teaching of penmanship have not been in vain. Indeed, if we expect to better the handwriting of the masses it must necessarily come through the efforts of our public school teachers. Now, suppose there are 25,000 teachers who read the "American Journal of Education." We do not place this as anything definite; we are quite sure there are many more, but take this number as a conservative estimate. Each teacher will average at least thirty pupils, this gives us a total of 750,000 children who receive some sort of instruction in penmanship from the teacher

readers of the "Journal." In fifteen years from the present writing will these 750,000 young men and women thank our 25,000 teachers for their style of writing? We are afraid not, unless different methods of in-

We do not mean to say that writing is the only thing to be taught, but we do say that it is one of the important branches, and one that has been generally neglected for years. There are several reasons for this. As a rule, the teacher has never had the necessary instruction in muscular movement writing to teach this branch intelligently. Teachers make a careful study of arithmetic, geography, grammar, history, etc., before teaching, but so few, so very few, make any effort whatever toward acquiring a good handwriting or of learning the best methods of teaching it. Is it any wonder penmanship is such a failure in the majority of our public schools? Many teachers imagine writing is a "natural gift," and only a few can ever learn. It is our experience that about one in one hundred cannot learn to write a rapid and legible hand. On the other hand, there are teachers who resort to the copy book as a means of teaching writing. With all respect and consideration for the views of the people who cling to this idea, in our estimation there could be no greater blunder made. The copy book is largely responsible for the miserable writing in our public schools at the present time. Several lines are carefully written in this book each day by the faithful pupil, who is under the delusion that he is learning to write. Owing to the limited space in the copy book the use of a free movement is next to impossible, and the pupil learns a slow, laborious style of writing, (it should be called drawing), which is entirely unfit for practical purposes. The same amount of money spent in buying good foolscap paper and a little instruction in movement from the teacher would produce much more satisfactory and permanent results.

Now, teacher do not allow the fifteen minutes to pass without giving the regular lesson in writing every day, and it would be a good plan for you to start with the lesson given in the last January number of the "Journal," and practice from these lessons a little every day for the next

few months. If you would economize your time in other things, you could probably devote at least thirty minutes a day to the practice of penmanship and you will soon realize that you can learn, and, best of all, will better understand the needs of your pupils during the writing hour.

IN CONCLUSION

We not only wish to thank the many readers and friends who have given us every encouragement, but wish to thank the publishers of the "Journal" for their kind treatment during the past year, as our business relations have been of the most pleasant character.

TEACHING BY MAIL.

Uncle Sam's Postal System is daily accredited with greater achievements. This great institution has accomplished more for civilization than will ever be known. Distance is annihilated, and the inhabitants of the land become as one great family. Friends are united, business relations extended, new industries created by its use. One of the many important enterprises made possible by the ever increasing facilities of the mail is The Correspondence Method of Instruction, the rapid development of which attests to its value as a factor of education.

Beginning with only one branch of instruction, the correspondence school system has been adapted to one study after another until to-day it embraces a wide range of subjects. These are suited to the needs of ambitious men who have been deprived of the benefits of a regular college education, or who have lacked opportunity to master all the details of their trade. To thousands of such young men, unable to give up work or leave home to study, yet anxious to fit themselves for more advanced positions, it has proved of inestimable value. Among the subjects taught are Pedagogy, Science, History, Literature, Language, Business Short-hand, Steam Engineering, Mechanics, Electricity, Architecture, Plumbing, and all branches of Mining and Civil Engineering. That these subjects can be taught thoroughly and quickly by mail is proved by the steadily increasing number who take the courses each year, as well as by the satisfactory re-

sults shown in the promotion of students in their respective trades or professions.

By all means use some time to be alone;

Salute thyself, see what thy soul doth wear;

Dare to look in thy chest; for 'tis thine own,

And tumble up and down what thou findest there.

—Herbert.

"The constructive and creative faculty is more or less in us all; else why have we this hand? Are its uses exhausted in putting on our clothes, carrying food to our mouth, grasping another hand, bearing arms in wartime, or being doubled up into a fist,—this wonderful hand which from the world's foundation and crude substance makes its own tools, directs the most delicate instruments of science, and rules the heaviest machines? * * * There is a clumsy managing or else a beautiful art in every human hand. * * * To do is more than to know."—Cyrus A. Bartol.

Illinois has 855,938 pupils in the public schools, 116,636 in private schools and over \$16,000,000 in school houses.

There is a greater moral value in the study of magnets than in the comparison between "shall and will." It is better one should study birds and trees than postage stamps. There is benefit in knowing, and knowing that one knows why he knows. To know if you are right and then doing right is the basis of character. The animal is a machine in action. All movements of the brain are the examples of automatic action.

SOMETHING FOR SOMEBODY.

Dear Children: Here is a suggestion which appeared a long time ago in "The Pansy," but which many of you may not have little in your Christmas planning. Such a gift would give pleasure and profit both to the giver and the receiver:

"I saw a very neat little thing last summer that I think somebody, or for that matter anybody who likes conveniences, would be pleased to receive as a present. It was made of twelve cloth-lined envelopes, about eight inches long and four wide. Two pieces of rather thick cardboard were cut, a trifle longer and wider than the envelopes. These were covered with a pretty pattern of India silk; a nice round hole was made in cardboard and envelopes about two inches from each end, and a bright ribbon, which matched the silk covering was drawn through them all and tied at the back in dainty bows. The result was a book of envelopes with strong covers. On the ends of the envelopes were painted in water colors in pretty rustic letters, the words: 'Poetry,' 'Anecdotes,' 'Biography,' 'Christmas,' 'Birthdays,' and several others which I do not now recall.

"There was a word for each envelope, and the book at which I looked had choice slips cut from papers and magazines, or copied from books which were not to be cut, placed in their several envelopes ready for convenient reference. Lying on the library table it was as pretty a little ornament as one could desire.

"The sweet old lady to whom the one belonged that I had the

privilege of looking at, had gathered some gems which were a pleasure to read.

"One advantage of this gift is that it is so easy to make. I knew a little girl who had no India silk to use, so she took bright cretonne, and it did nicely. Another covered her cardboard first with pieces of common calico to make it strong, then covered that with pretty satin paper. The cloth-lined envelopes are of course stronger, but cost more; and those made of manilla paper are strong enough for ordinary use.

"So you see, the gift can be made with very little expense if you choose."

COUSIN CARRIE.

In The Observer.

A Winter's Resort.

"Aren't you going South?" said the bluebird to the sparrow.

"Winter's almost here, and we're clearing up to go.

Not a seed is left on the goldenrod or yarrow,

And I heard the farmer say, 'It feels like snow!'

I can recommend it, the place to which we're going;

There's a rainy season, to be sure, but what of that?

Not a bit of ice, and it never thinks of snowing,

And the fruit so plentiful one can't help getting fat!"

"Yes, I've heard about it," to the bluebird said the sparrow;

"And it's quite the fashion to go traveling, I know;

People who don't do it are looked upon as 'narrow.'

Bless you! I don't care! And I'm not afraid of snow.

When it comes the first time, I so enjoy my feathers;

After that I'm used to it, and do not mind at all.

One can fly about, and keep warm so in all weathers;

I've a snugger, too, in the ivy on the wall.

"When the seeds are gone—and they're not before December—

I can still find spiders and flies on sunny days;

And I've all the lovely summer to remember;

My old friends are here, and they know my little ways.

Just as soon as ever the ground is frozen tightly,

All those nice kind creatures in the houses throw us crumbs.

One forgets it's winter, when the sun is shining brightly,

I'm content to stay here, and take it as it comes."

—St. Nicholas.

A SHAME OF MOTHERHOOD.

BY FRANK C. RIEHL.

"I wish't at I tould go to sleep."

God bless the little one,

All unregarded in the throng,

Jostled and overrun;

Pretty, petite and four years old,

With face divinely sweet;

What weight of trouble seems to crush

Those tired baby feet!

"O, fank you, sir!" with quiv'ring lip

She takes the proffered chair, and sinks

In slumber's paradise.

The careless mother, where is she?

To pleasure-seeking prone,

She dances with the gay, and leaves

Her darling thus alone.

O, bane of motherhood, that e'er

The name were so abused,

And woman's holiest privilege

So shamelessly misused!

O, helpless childhood, pity, God,

And with Thy might protect;

When inhumanity can sink

To such supreme neglect.

"It is next to impossible to send a rich and influential man to prison, as you well know," said the anarchistic gentleman to the Judge. "Why don't you make an example of some of them?" "I don't mind telling you in confidence," said the judge, "that is the very thing we are afraid of. If a few society leaders were sent to jail there is great danger that getting into prison would become a fad." —Cincinnati Enquirer.

UNIVERSITY NOTES.

A new and interesting feature of student life at the University of Missouri is the establishment there of a Chapter House by one of the Greek letter fraternities, the Sigma Nu. The young men of this fraternity now occupy a house built and furnished for them, with lodging rooms, dining room, etc.

One of the most important divisions of work in the College of Agriculture and Mechanic Arts, in the University of Missouri, is the short course in Agriculture and Horticulture offered during the six weeks beginning January 2. The work is widely varied, embracing lectures and practical laboratory instruction in eleven departments—agriculture, horticulture, market gardening, dairying, veterinary science, etc. Several subjects in each department receive attention. All this work is offered free of tuition, and gives every farmer and farmer's boy the advantage of instruction in the best methods in every line of his work. The work is, in fact, University extension work of a very liberal, practical, definite kind. In no other State does a State institution offer such opportunities to the farming class. The short-course in horticulture is offered for the first time, and should be of especial benefit in Missouri where there are such large horticultural interests. The University publishes a circular giving full description of the work done in these short courses. It is sent to any address upon application.

The University Association of Chicago is a special organization working in the spirit and by the methods of University Extension. Its central office is in Chicago and its centers of work are rapidly multiplying. The Association is a direct outgrowth of the World's Congress Auxiliary. Its chancellor is the Rt. Rev. Samuel Fallows, D. D. LL. D. and on its staff of lecturers are such men as Prof. Thomas Nixon Carver, A. B. Ph. D., of Oberlin; Prof. Frederick C. Hicks, Ph. D., University of Missouri, and Prof. (formerly president) Kemp P. Battle, LL. D., University of North Carolina.

The Association issues a monthly publication called "Progress," in which extended syllabi of work are given. No. 1, Vol. 1. (pp. 52.) presents the syl-

labus of a course (12 lectures) in Universal History.

This journal has always, as its readers know, heartily and uniformly advocated the course of University Extension. We need here do nothing more, therefore, than call attention to this new and promising phase of the general movement. Those interested will do well to address "The University Association, Room 916 Association Building, 153-155 La Salle Street, Chicago.

NEW PLAN OF ISSUING STATE CERTIFICATES IN MISSOURI.**No More Premiums on Superficiality.**

We have notice from the Department of Education that on January 1, 1897, a marked change will be made in the plan of issuing State certificates.

The uniform tendency in educational circles is toward intensiveness rather than extensiveness.

The present plan requires an examination in twenty-seven different subjects to get a life certificate. These requirements few people can meet without some months spent in cramming to acquire a superficial knowledge of things which they have no distinct purpose in knowing. And a superficial knowledge of so many subjects is now regarded as pretty good evidence that the applicant is wanting in a thorough knowledge of anything. The minimum requirement under the new scheme will be substantially as follows: A knowledge of subjects given in elementary schools will be required of all applicants; other requirements will be as follows:

For the Third Grade (three years) State certificate:

1. Pedagogy; 2, civil government; 3, psychology; 4, any three of the following subjects: Algebra, English as given in approved high schools, ancient history, physiography, zoology, botany, physics, Latin as given in the four years' classical course of approved high schools.

For the Second Grade (five years) State certificate:

1, pedagogy, including history of education; 2, civil government, 3, psychology; 4, any five of the following: Algebra, geometry, English as given in approved high schools, ancient history,

modern history, physiography, zoology, botany, physics, chemistry, Latin as given in the four years' classical course of approved high schools.

For the life certificate:

The requirements named for second grade State certificate with evidence of the following additional qualifications:

- (1) Four or more years of special study in a reputable institution resulting in excellence as a teacher in one of the following departments of learning: Literature, history, mathematics, science, language; or (2) graduation from an institution holding membership in the Missouri College Union, or an institution of equal rank in another State with evidence of strong specialization in any one department of learning for the purpose of becoming a teacher in such department of learning; or (3) give years' successful experience as teacher, principal, or superintendent, accompanied by evidence of exceptionally strong scholarship in at least one department of learning, and also well recognized skill as a teacher in such department of learning—such scholarship and skill to be proved by testimonials and by a thesis written at the time of examination.

But no certificate will contain authority to teach any subjects other than those mentioned in such certificate.

NOTICE TO MISSOURI TEACHERS.

All railroad lines in Missouri in the Western Passenger Association and nearly all others have agreed to give a rate of one and one-third fare, on the certificate plan, to those attending the State Association. Buy a through ticket to Sedalia if possible, and ask the ticket agent for a certificate receipt for the price of the ticket. If you can not get a through ticket, ask for a certificate receipt for money paid for each ticket.

These certificates must be countersigned by the Railroad Secretary of the association, and if at least 100 are presented, showing at least 50 cents each paid, the agents of the various roads will sell return trip tickets at 1-3 fare to all holders of such countersigned certificates. When starting to Sedalia be sure of time enough to get your certificate. A receipt for fare paid to a conductor won't answer.

G. V. BUCHANAN,
Railroad Secretary, Sedalia, Mo.



PHYSICAL LABORATORY MANUAL for Secondary Schools by Charles F. Adams, A. M. Werner School Book Company, Chicago and New York.

This manual is the outgrowth of much experience in the class room and is characterized by the quality and accuracy of the work done rather than of quantity. The experiments given are described in detail so that any teacher can perform the operations without difficulty. It is a valuable addition to the laboratory working teachers' library and is a worthy companion of the many valuable books lately issued by the Werner School Book Co.

PRACTICAL RHETORIC: A Rational and Comprehensive Text Book for the use of High Schools and Colleges. By John D. Quackenbos, A. M., M. D., Emeritus Professor of Rhetoric in Columbia University. Cloth, 12mo. 477 pages. Price, \$1. American Book Company, New York, Cincinnati and Chicago.

This new rhetoric differs materially from other text-books on the subject both in plan and method of treatment. The author adopts the aesthetic as the true basis of literary criticism, and of the laws of effective discourse, and shows the principles of rhetoric to be but corollaries of that larger principle of beauty known as harmony or adaptation.

The book is eminently philosophical in method and practical in treatment. The student is shown the why and wherefore of every principle laid down. The selections from standard literature given in illustration are not the hackneyed sentences used in text-books on rhetoric for the past half century, but instead have been carefully chosen direct from the author's works, and are not only illustrations, but highly entertaining and instructive. Mechanically, the book is what might be expected from the great experience and resources of the publishers, and is withal a good example of the high standard which school book manufacture has reached in this country.

THE STORY OF GREECE. By H. A. Guerber. Linen, 12mo. 288 pages. Price, 60 cents. American Book

Company, New York, Cincinnati, and Chicago.

There is nothing so fascinating to the young as real and true stories of great men, great events, and great achievements. In this book the history of Greece is told in a series of stories which will give children pleasure to read and at the same time make a deep impression on their minds. The book is a part of the Eclectic School Readings, and its attractive contents, beautiful illustrations, and handsome appearance make it a worthy addition to that new and popular series.

A HISTORY OF THE UNITED STATES. A New Text-Book for Schools. By Wm. A. Mowry and Arthur May Mowry. Illustrations, Colored Maps, etc. Silver, Burdett and Company, New York, Boston, Chicago. Octavo, 466 pages. Cloth, Introductory price, \$1.04.

This School History of the United States of America combines, with the usual material of similar text-books, many unique and valuable features. It comprises the best possible results of many years of historical teaching and study, put together with an almost perfect sense of historical perspective.

It not only includes the concise and comprehensive story (in paragraphs) of the establishment of the colonies, the formation of the nation, its development and its varied vicissitudes, but it also deals, in a plain and fair way, with the great problems of the nation's growth.

It briefly defines the condition of England in the colonial days, the organization and character of the companies and their charters. It shows the distinction between "Pilgrim" and "Puritan" (a distinction which very few school histories make.) It explains the effect on the different early settlements, of geographical, ethical, and religious conditions.

The questions of taxation, boundaries, treaties, the Monroe Doctrine, the causes leading to the Revolution and the Civil War, are treated in a masterly manner.

Dr. Wm. A. Mowry, by his vast experience in dealing with boys and girls, is especially fitted to write a text-book on history that will make the subject one of great interest to them.

The typography, paragraphing, and even the small etchings at the beginning and ending of the chapters, are attractive, and the binding is very strong and elastic.

Altogether this is one of the very best text books on history. We most heartily commend it.

PICTURES IN LANGUAGE WORK. By E. W. Weaver. Second edition from new plates, with 91 pictures for class work. Cloth, 16mo. pp. 110. 50 cents. C. W. Bardeen, Syracuse, N. Y.

This is a new and profusely illustrated edition of what has proved one of the most successful books. The pictures given for class work are of great variety, including those for simple descriptions, those for fuller descriptions, subjects for stories, historical subjects, etc. Many of them are in series, many are humorous, and all of them are well adapted to cultivate the imagination. This book will be a great aid to any composition class.

THE JUNIOR MANUAL. A handbook of methods for Junior Endeavor Workers. By Amos R. Wells, Managing Editor of the Golden Rule. United Society of Christian Endeavor, Boston and Chicago.

This very helpful book of methods and plans of working is the outgrowth of the work among the Juniors all over the United States. Mr. Wells, from his position, is specially fitted to compile and arrange such a work, and he has done it well. Much thought, labor and care has been spent in preparing the forty chapters which it contains, and they are full of valuable help for Junior workers everywhere.

MERRY SONGS AND GAMES. For the use of the Kindergarten. By Clara Beeson Hubbard. Balmer & Weber Music Co., St. Louis. Price \$2.00.

This book of "Songs and Games" is an outgrowth of the St. Louis Kindergarten Schools. These schools began a few years ago a very careful study of the "Mother Play and Nursery Songs," striving in each to read the real meaning of Froebel.

In preparing these songs and interpreting them by gesture, Mrs. Hubbard has done her work well, translating both words and melody into the language so expressive to the child.

The songs and games are all properly classified in the volume, and the

music and accompanying explanatory notes are so simple and intelligible, that the work in the hands of the ordinary teacher may be used almost to as great advantage as by the compiler herself.

Kindergarteners and primary teachers everywhere will be delighted with this book.

THE POWER OF SILENCE. An Interpretation of Life and its Relation to Health and Happiness. By Horatio W. Dresser. Boston: Geo. H. Ellis. 1896. Fourth edition. \$1.50.

The author of this volume is evidently a man of culture and refinement—what may be called a serene soul. He takes for his first principle "The Immanent God," his chapter on which is very suggestive and much in the Emersonian spirit. At the same time, while the book has a distinctly scientific flavor, it is, in its own peculiar way, a book of a devotional spirit rather than a strictly scientific treatise. On page 59 he says, referring by way of analogy to certain scientifically ascertained processes in nature: "It may be in this way that Spirit is supreme, using and revealing itself through all lower forms, making itself known to the very lowest, not by jumps, but by insensible degrees, so that there shall be no break in the divine continuity and no separation between the transcendent spirit, its going forth as the immanent Life and its manifestation through that in which it dwells."

Nature, however, is not merely a "law-governed unit;" it is "also a living organism" of which "man is an integral part." And "if God is immanent in one portion of the universe, he must be immanent in all."

The real underlying thought of the author is the vital unity of the human life with the divine life. This he comes to apply in the later chapters of his book to the possibility of attaining vital serenity through cultivation of mental unison with the divine Soul of the world, and to the possibility of effectually exercising the "power of silence"—i. e., of serene self-control—in overcoming disease, diminishing suffering and prolonging and beautifying life.

No doubt, as has always been more or less distinctly recognized, there is a real healing power—physical and men-

tal—in that transfigured "silence" which consists in complete subordination of the lower or animal self to the higher or divine Self. Nevertheless, it is but a necessary corollary of the doctrine of the Immanence of God that the relations involved in the world of nature are wholly rational relations, and that, therefore, physical media are necessary to the production of physical change. The "art of healing" must always have its very positively material aspect so far as there is actual physical disease. "Healing" by purely mental processes can scarcely be conceived as possible of accomplishment save where the disease itself is mainly or wholly mental.

W. M. B.

STORIES OF THE UNITED STATES For Youngest Readers. By Anna Chase Davis. Educational Publishing Co., Boston, Chicago, New York and St. Louis.

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A DAILY THOUGHT FOR A DAILY ENDEAVOR. A Christian Year Book of Courage and Good Cheer. Compiled by Eleanor Amerman Sutphen and Eliza Polhemus Sutphen. The Baker & Taylor Co., New York. 16mo. cloth. \$1.25.

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Graded Sunday-Schools.

Great progress is to be observed at the present time in the line of more thorough and systematic work in the Sunday School. Sunday School State Superintendents in all denominations, our own not excepted, are urging upon the schools more efficient and scholarly ways of doing things. The Primary Department is constantly gaining a broader recognition, and being supplied with suitable accommodations. "Promotion" from one grade to another, accompanied by certificates attesting qualification for the removal, are by no means uncommon, at least in city Sunday Schools. In connection with this hopeful outlook for better work and wider co-operation in Bible study, our readers will be interested to learn that in the new Manhattan Congregational Church of New York, of which Dr. Henry A. Stimson, formerly of St. Louis, was installed the pastor on November 9, the position of Sunday School Superintendent has been accepted by President Hervey, of the Teachers' College, and that his First Assistant will be Mr. Pettyman, the Principal of the Horace Mann School.

When educators of such note as are these, bend their energies to making our Sunday Schools what they should be, we may look for great progress. We are not surprised to learn that this school "will be graded as carefully as a day school, and on the same general principles."

Though Dr. Thorold, the late Bishop of Rochester, England, was a man of deep piety, he had a keen sense of humor. The "Church Review" says that on one occasion he was asked to distribute the prizes at one of the schools belonging to the London School Board. In the course of his preliminary speech he gravely asked the children, "Which was the largest island in the world before Australia was discovered?" When, to his evident relief, the youngsters, one after another gave it up, he told them, amid shrieks of delighted laughter, "Why, Australia, of course. It was there all the time."



Great stress is laid, in the announcements of the Atlantic Monthly, on the articles that will appear interpreting our great educational movements. Among the subjects that will be taken up are: "The Place of the Public School in Typical Communities," where the life of the community centers about the school—in these communities the public school has in many respects the ideal attitude to the life about it; "The Chautauqua Movements and Methods,"—what they have contributed to the intellectual development of the masses; "The National Educational Association,"—what measure it gives of the rise in the dignity and in the efficiency of public school teachers; "The Extension of the Use of Libraries,"—the part they play in the new era of library development, in the cultivation of the masses. "Teachers' Pensions" will be thoroughly considered in an early number, from the points of view of the teacher and of the public.

Among the features of special distinction in the Christmas Scribner's are the following:

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The November number of the North American Review contains a most scholarly essay on the "Influences of the College in American Life," by Charles F. Thwing, D. D., President of the Western Reserve University and Adelbert College, in which is eloquently demonstrated the service of the college at large to the community, and its unceasing endeavors to train men to distinguish in everything, not alone the good from the bad, but the better from the best.

Dwight L. Moody, the famous evangelist, has made a contract with The Ladies' Home Journal, by which he will conduct in that magazine a series of popular Bible studies in the form of a great National Bible Class. It will be made into a regular and permanent department of the Journal, and is to be known as "Mr. Moody's Bible Class." The evangelist will personally lead his unique "Bible Class" each month in the exposition of some of the vital Bible truths, and will naturally appeal to a large circle of readers.

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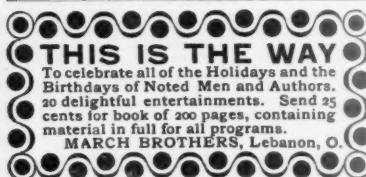
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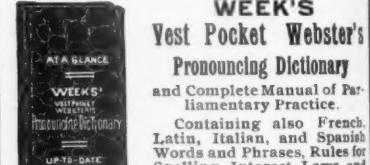
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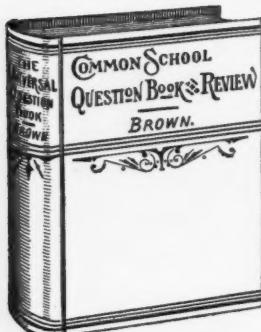
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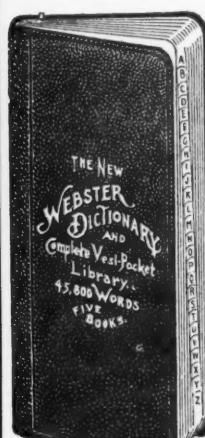
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